

Wandering Minds & Dwindling Grades: Temperament traits and academic performance predict rates of mind wandering

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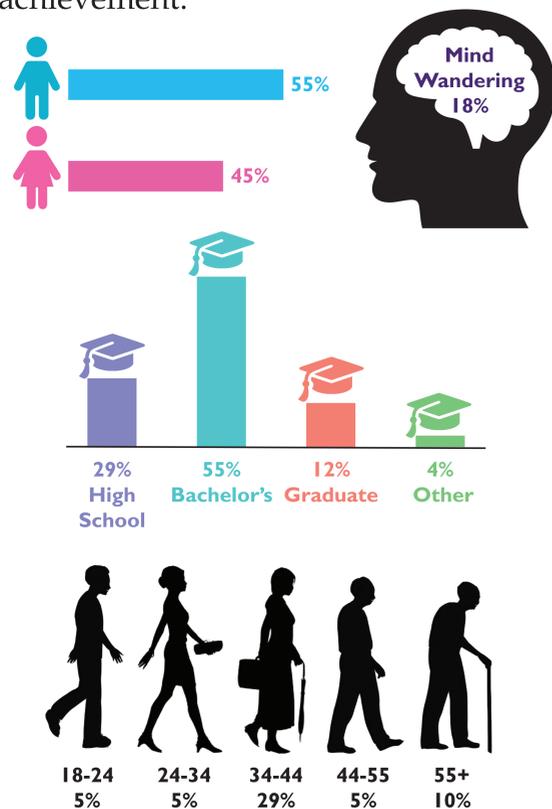


A&SC Lab



With increased interest in mind wandering, it is critical to explore the underlying factors that shape experiences of this phenomenon and to understand how it can impact functional outcomes.

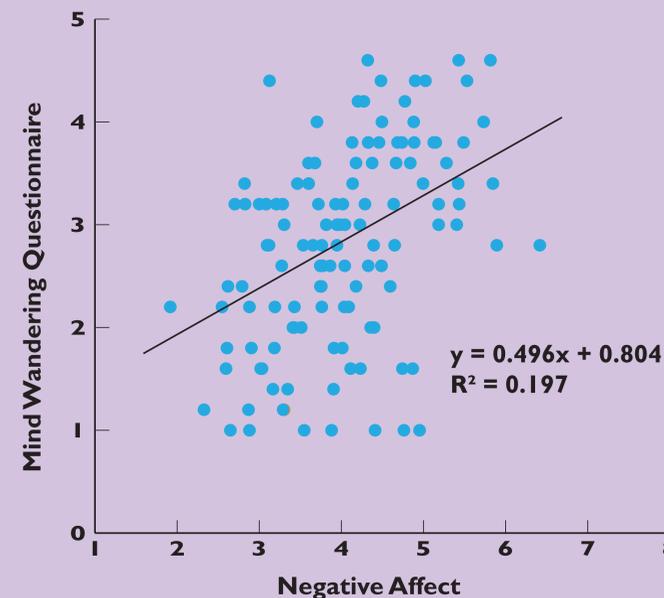
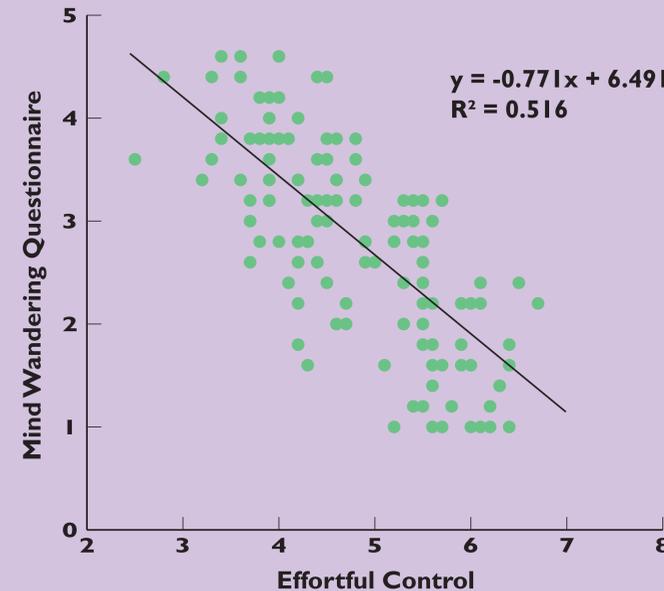
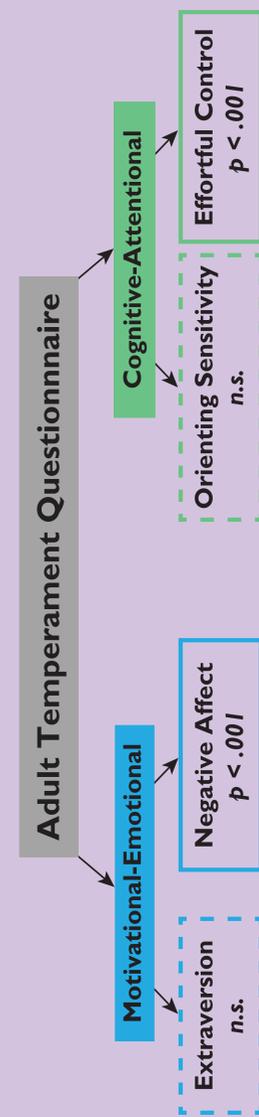
One hundred and twenty-five participants were recruited via Amazon Mechanical Turk and filled out two questionnaires to assess whether mind wandering relates to innate temperament traits and academic achievement.



(1) **Mind Wandering Questionnaire:** estimates trait-level mind wandering (Mrazek et al., 2013).

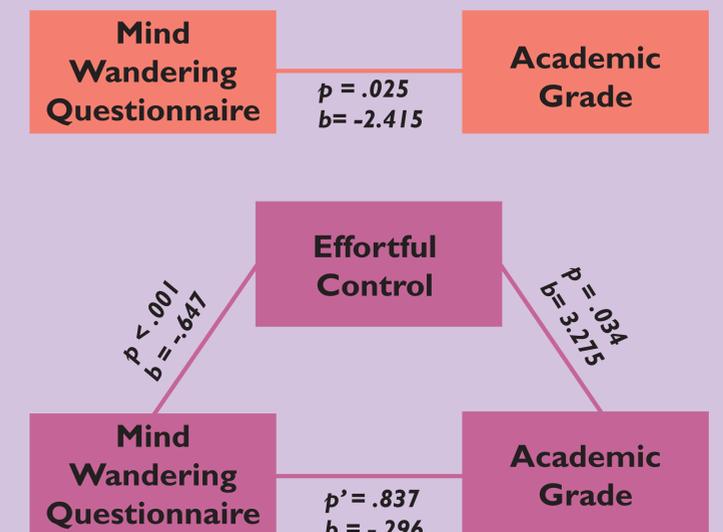
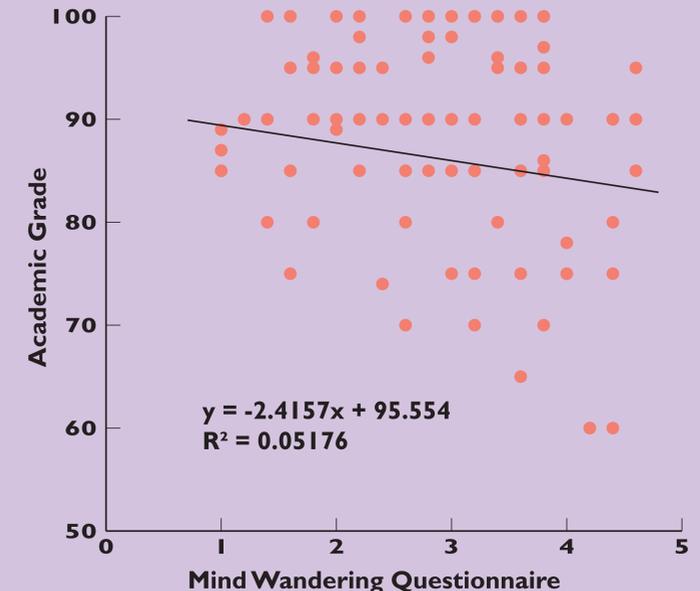
(2) **Adult Temperament Questionnaire:** assesses temperament along Cognitive-Attentional and Motivational-Emotional dimensions (Evans & Rothbart, 2007).

Is mind wandering influenced by an individual's innate character traits?



Effortful Control and Negative Affect significantly predicted mind wandering across the Cognitive-Attentional and Motivational-Emotional domains, respectively.

Does mind wandering have a quantifiable effect on academic performance?



Mind Wandering Questionnaire significantly predicted Academic Grades, however, this relationship was significantly mediated by trait levels of Effortful Control.

These data demonstrate that individual variability in mind wandering is influenced by innate temperament traits, and moreover that this mental state exerts a quantifiable effect on functional achievement outcomes.